

READINGTON PUBLIC SCHOOL DISTRICT

Fifth Grade Social Studies

Authored by: Dr. Ann Kane
Ann Haberkern
Catherine Patrick
Mary Padavano

Reviewed by: Dr. Jonathan Hart
Superintendent of Schools
and
Dr. Stacey Brown
Supervisor of Humanities

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Members of the Board of Education:

Laura Simon, President
Anna Shinn, Vice-President
Wayne Doran
Ray Egbert
Carol Hample
Robyn Mikaelian
Melissa Szanto
Thomas Wallace
Eric Zwerling

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN FIFTH GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Fifth grade students will build on the knowledge from fourth grade skills in social studies.

In fifth grade, students will explore the early foundations of the United States including European exploration of the New World, the colonization of North and South America, and the fight for independence. Students will also develop a strong sense of the role geography plays in understanding our nation's history and place in our global society.

III. GOALS

There are a variety of standards for social studies curriculum. This document compiles and harmonizes the New Jersey Student Learning Standards, the New Jersey Learning Standards for Language Arts, and the 21st Century Skills Curriculum Standards.

Social Studies Skills

(Chronological Thinking, Spatial Thinking, Critical Thinking, Presentational Skills)

- Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The

data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

	Fifth Grade
Unit 1 Sept./Oct.	Geography
Unit 2 Oct./Nov.	Native Americans
Unit 3 Dec/Jan.	The Age of Exploration
Unit 4 February	Building the First Colonies
Unit 5 March/Apr.	The New England Colonies
Unit 6 May	The Middle Colonies
Unit 7 June	The Southern Colonies

VI. UNITS OF STUDY

Fifth Grade Unit 1 Geography
This unit of study reviews the five themes of geography: Location, Place, Human-Environment Interactions, Movement, and Regions. This serves as the foundation for future units where students learn about the environments in which various early Americans lived and how each group’s environment influenced its way of life.
Desired Results
<p>Established Goals:</p> <p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

Enduring Understanding: <ul style="list-style-type: none"> • Geography impacts emigration, settlement and our regional identities. 	Essential Question: <ul style="list-style-type: none"> • How does the study of geography influence our lives?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • The five themes of geography • The functions of different map features <p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify the continents and oceans, the hemispheres, the equator, and the prime meridian • Recognize different kinds of landforms and bodies of water • Use a grid to find locations • Describe migration patterns of Native American groups • Explain how migration affected different regions • Identify commonly used water and land routes and their purposes • Identify what led to the exploration of new water and land routes 	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Geography terms map placement activity • Interpreting maps • Oceans and continents mapping • Write a narrative describing a major landform incorporating point of view and impact of the landform on migration. 	Other Evidence: <ul style="list-style-type: none"> • Map skills from Atlas • Rubric for self-assessment • Geography terms booklet
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Reading the textbook • Practicing map skills • Review of geography terms • Use teacher created Discovery Education boards • Mapping land and water routes • Comparing and contrasting migration patterns of Native Americans 	
Instructional Resources	
<ul style="list-style-type: none"> • Nystrom Atlas • Discovery Education • Harcourt Social Studies Textbook 	

**Fifth Grade Unit 2
Native Americans**

This unit will focus on diverse Native American civilizations, specifically how they adapted to, interacted with and depend on the environment. Students will compare and contrast the groups based on their relationship with the land, economic structures, daily life, and cultural practices.

Desired Results

<p>Established Goals:</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Geography and climate impact the culture and daily lives of Native American groups. • Native Americans interacted with and adapted to their environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did civilizations develop in the Americas? • How did geography and climate of the Eastern Woodlands affect the Native Americans there? • How did geography and climate of the Plains affect the Native Americans there? • How did the geography and climate of the Southwest and the West affect the Native Americans there? • How did the geography and climate of the Pacific Northwest and the Arctic affect the Native Americans there?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • The ways geography and climate impact the culture and daily lives of Native American groups • How Native Americans interacted with and adapted to their environment • Where and why civilizations developed in the Americas <p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast the ways of life of the five Native American geographical regions • Identify how early peoples lived, hunted, and farmed • Explain how changes in the environment affected the lives of early people • Explain the Iroquois system of government and ways that citizens serve the common good • Describe the social and economic life of Native Americans • Explain how interactions with other groups of people created a cultural shift 	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Discovery Education student made boards or dioramas based on geographical communities • Native Americans/Settlers perspective writing to focus on each side using evidence 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Tests • Reading check questions • Student reflection on content to demonstrate understanding

<p>from their textbook reading and Discovery Education videos</p> <ul style="list-style-type: none"> • Create an artifact that is essential to its culture/tribe • Create a book about a group of Native Americans telling how their lives were influenced by their environment 	<ul style="list-style-type: none"> • Use of performance and comprehension rubric for assessment
Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Jigsaw geographical groups based on daily living, housing, traditions, culture, government, gender roles, religion • Venn Diagrams • Mapping geographical locations of Native American groups • Create a picture glossary of terms for religion, cultural practices, or government systems 	

<p>Fifth Grade Unit 3 Age of Exploration</p> <p>This unit will focus on the start of European expansion by exploration. It will outline the cultural differences and competition for land. This led to conflicts among the Europeans and the Native Americans in the Americas. There will be a focus on point of view, using visuals, main idea and details, and the writing process.</p>
Desired Results
<p>Established Goals:</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p>

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Disparity between European and Native American outlooks and beliefs led to conflict. ● Explorers wanted to expand borders and garner riches. ● The early explorers influenced the lives of Native Americans. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do cultural differences and competition for land and goods lead to conflict? ● How did European explorations and migrations change the lives of Native Americans? ● Why did Europeans begin to look for a sea route to Asia? ● Why did Europeans explore the Americas, and what did they find? ● Why did the Spanish explore and conquer large areas of the Americas? ● What other Europeans explored North America and what did they find?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> ● The technology that made ocean exploration possible ● The aims, obstacles, and accomplishments of early explorers ● The aims, obstacles, and accomplishments of Spanish explorers ● The routes of the Spanish ● Identify Spanish claims ● Identify the resources and cost associated with an expedition <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain why certain technologies allowed for the expansion of exploration ● Explain how demographics impacted exploration and explorers ● Analyze the technological innovations that made sea exploration possible ● Trace the routes of the explorers and identify the areas they claimed ● Explain how new water and land routes were identified and why ● Analyze the effect of European colonization on Native Americans ● Compare and contrast forms of governance and belief systems and family structures between European and Native American group. ● Evaluate the impact of the Colombian Exchange ● Define the practice of slavery and indentured servitude in Colonial labor systems ● Describe the natural resources available, their importance, and their impact on relationships between groups of people ● Compare and contrast historical and modern viewpoints about events and people ● Compare the process for preparing for an expedition with the budgeting and preparation process that would occur today ● Explain how the culture of the time period would have impacted the finances and participants in an exploration expedition 	
<p>Assessment Evidence</p>	
<p>Performance Tasks may include:</p> <ul style="list-style-type: none"> ● Create a museum exhibit that reflects the Big Ideas of the unit 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Study Guides ● Quizzes ● Tests ● Reading check questions

<ul style="list-style-type: none"> • Write from the perspective of an explorer or a native and describe the experience and impact of exploration • Create a budget and resource list for one of the explorers. Compare the process to one that would occur today 	<ul style="list-style-type: none"> • Students may write a reflection explaining their performance task and its relevance/importance to the Age of Exploration
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Construct a timeline • Make a table of Explorers • Write a letter describing an expedition • Venn Diagrams comparing explorers or groups of people • Create a chart categorizing and describing countries, explorers, claims, and settlements • Pro and Con lists of costs and benefits of exploration and colonization 	

<p>Fifth Grade Unit 4 Building the First Colonies</p> <p>The colonists founded their new settlements based on political, religious, and economic principles. The first colonies that Europeans built were in North America and faced hardships and conflicts.</p>
Desired Results
<p>Established Goals:</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.4 Relate earning power to quality of life across cultures.
 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
 9.1.8.A.6 Explain how income affects spending decisions.
 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Colonists founded their new settlements based on political, religious, and economic principles. • Cultural differences and competition for land led to conflicts among different groups of people in the Americas. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the factors that influenced the founding of the original colonies? • Why did Spain set up colonies in North America? • Why did English settlers come to North America, and where did they settle first? • Why did the French and the Dutch set up colonies?
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Students will know/learn...

- Which lands in North America were claimed by Spain
- How the Virginia Colony was settled
- The cooperation and conflicts that existed between the Powhatan and settlers in Jamestown
- How people lived in the Plymouth Colony
- The cooperation and conflict between settlers and Native Americans
- How English settlers developed ways to govern themselves
- How European nations struggled for control of North America
- How relations developed between French and Dutch settlers and Native Americans
- Factors that impacted settlement patterns and regional identities

Students will be able to...

- Describe relations between Spanish settlers and Native Americans
- Describe the relations between English settlers and Native Americans
- Explain the difference between primary and secondary sources in historical and modern contexts
- Explain how demographics impacted the opportunities available to the colonists and how this would have impacted their decisions to leave Europe
- Analyze the power struggle among European countries
- Explain the impact power struggles in Europe had on individuals living in Europe and the Americas
- Compare and contrast the voluntary and involuntary migratory experiences
- Compare issues of gender equality, child mortality, and education at the time of colonization to those of today
- Explain how career and education choices affected the income and quality of life of colonists and explain how those opportunities compare to those available today
- Identify the skills which would have been in demand during the time of colonization and explain how demand impacted earning power
- Compare skills in demand during colonization to those in demand today

Assessment Evidence

Performance Tasks:	Other Evidence:
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<ul style="list-style-type: none"> • Write a journal entry from the perspective of a pilgrim • Write a persuasive advertisement for moving to a new settlement • Choose a problem the Pilgrims faced in their new land and create a solution while following the requirements of the local government and cultural expectations of the time 	<ul style="list-style-type: none"> • Quizzes • Chart • Tests • Reading check questions • Group participation • Written reflections on the First Colonies • Research
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Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> • Create a pamphlet for reasons missionaries came to the New World, relations between Spanish Colonists and Native Americans • Create and perform a skit on cooperation and challenges between Native Americans and Colonists • Create a Mayflower Compact for the classroom • Investigate issues of gender equality, child mortality, or education and collaborate with international students to make comparisons to similar issues occurring today • Research the demographics of those who chose to become colonists

**Fifth Grade Unit 5
The New England Colonies**

Students will learn about the early settlers in The New England Colonies and their relationships with neighboring Native Americans beginning with the arrival of the Puritans.

Desired Results

<p>Established Goals:</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and Globally.</p>

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

Understandings:

Students will understand that...

- Strict rules, hard work, and religious beliefs formed the basis for a democratic republic.
- Political and religious systems in the New England Colonies brought conflict to the Northeast Colonies.

Essential Questions:

- What conditions served as the basis for a democratic republic?
- How did the new political and religious systems affect the economy and the relations with Native Americans?

Students will know/learn...

- The location of the New England colonies
- To identify the people who founded colonies in New England
- To examine relations between Native Americans and settlers
- Understand the roles of religion and religious conflict in New England
- Describe the religious beliefs and practices of the Puritans
- How New England towns were organized
- About free-market economy
- About triangular trade routes and slave trade

Students will be able to...

- Explain how a free-market economy developed in the colonies
- Describe the triangular trade routes, how they affected the slave trade, and how groups of people were impacted
- Explain how New England towns were organized
- Analyze the importance of town meetings and self-government in the English colonies
- Explain how land was acquired by colonists and how that land was utilized by individuals and groups
- Compare and contrast forms of governance, belief systems, and family structures of colonists, Native Americans, and Europeans
- Explain the role of religion in colonization

Assessment Evidence

Performance Tasks:

- Participate in a simulated hearing to develop a legislative proposal that addresses a public issue of the time
- Create land use proposals from the perspective of a colonist and as a group evaluate the merit those proposals. Compare land use and government agencies controlling land use to those in place today

Other Evidence:

- Quizzes
- Tests
- Reading Check questions
- group participation-discuss key figures
- Projects- create a timeline
- Present information on key figures

Learning Plan

Learning Activities:

- Distinguish facts from opinions in historical and modern contexts
- Create a map project on the 13 colonies
- Read and jigsaw information on key figures in groups
- Create a map on triangular trade routes and slave trade
- Write a journal entry from Squanto’s perspective
- Read diary of Samuel Sewall and identify facts and opinions
- Create colonial pocket projects to show the daily life of the settlers
- Students will choose a trade and present it
- Demonstrate how New England towns were organized through writing or illustration

**Fifth Grade Unit 6
The Middle Colonies**

Students will learn about the early settlers in the Middle Colonies who came from different backgrounds and religions and their relationships with neighboring Native Americans.

Desired Results

Established Goals:

- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- CRP2. Apply appropriate academic and technical skills.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Enduring Understandings:

- The mild climate and good land of the Middle Colonies attracted people from many nations, making it the most diverse of the regions.

Essential Questions:

- What factors contributed to the diversity and freedom of religion in the Middle Colonies?

<ul style="list-style-type: none"> • The Great Awakening was a religious movement that began in the Middle Colonies. • The region developed a diverse economy that provided jobs for farmers, traders, artisans, professionals and others. 	<ul style="list-style-type: none"> • How did religious tolerance attract people to the Middle Colonies? • How does where people live affect how they live?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • People from different places and backgrounds settled in the Middle Colonies • Religious toleration helped attract people of different cultures to the Middle Colonies • Geography affected the economy of the Middle Colonies • Identify the Frame of Government of Pennsylvania as a model for the U.S. Constitution’s guarantee of equal treatment under the law • Identify the significance of the Great Awakening to life in the Middle Colonies • Identify opportunity costs of various economic choices • The location of the Middle Colonies and the people who founded them <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe how religion affected the founding of the colonies. • Understand the importance of religious diversity in the Middle Colonies. • Explain why people chose to settle in the Middle Colonies. • Understand the types of jobs and businesses that people had in the Middle Colonies. • Explain how supply and demand impacted the types of jobs and businesses individuals had available to them • Explain why equal treatment under the law is an important principle of justice • Describe the governmental systems in the colonies at the time and compare it to the government today 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Write a dialogue that would have taken place between two prominent individuals • Write a Persuasive Letter requesting an apprenticeship in the Middle Colonies • Host a mock trial for a common offense during the time period 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Tests • Reading check questions • group participation • Projects • Teacher observation
Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Summarizing • Write a research report • Choose a job in demand in the Middle Colonies and trace its evolution through to its modern day equivalent • Create a colonist and choose his or her race, gender, and economic status. Then research to determine how those demographics would impact the social, economic, and political opportunities available to him or her during the Colonial era. • Research and quotations from primary sources • Analyze a painting or artifact of the time period created or utilized in the Middle Colonies 	

**Fifth Grade Unit 7
The Southern Colonies**

Students will learn about the early settlers in Southern Colonies and their relationships with neighboring Native Americans.

Desired Results

Established Goals:

- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Understandings:

Students will understand that...

- The Southern Colonies had self-sufficient plantations, which produced cash crops, using an enslaved workforce.
- Many Native Americans died in conflicts with Southern Colonists and from diseases.

Essential Questions:

- How did the location and physical setting impact the foundation, economy, and beginning of slavery in the Southern Colonies?
- What factors led to conflicts with Native Americans?

Students will know/learn...

- The location and physical setting of the Southern Colonies
- How slavery affected the Southern Colonies
- Ways in which slaves dealt with the hardships of their lives
- What government was like in the Southern Colonies
- The role that religion played in Southern colonists' lives
- How geography affected the economy of the Southern Colonies
- The major industries in the Southern Colonies

Students will be able to...

- Explain why the Southern Colonies were founded
- Explain, describe, and discuss how geography affected where people settled in the Southern Colonies
- Describe the impact of colonization on Native Americans
- Explain how conflicts with Native Americans were resolved
- Identify reasons for, describe, and explain how plantations affected life in the Southern Colonies
- Identify the major industries and explain how people in the Southern Colonies used natural resources to earn a living
- Explain how supply and demand impacted the economics of the Southern Colonies

Assessment Evidence

Performance Tasks may include:

- Write a short narrative from the perspective of an enslaved African, including how he or she preserved their culture
- Create a display for a living history museum
- Write a journal entry from the perspective of a colonist living in land previously considered to belong to Native Americans or a Native American who has been displaced by colonization
- Host a colonial fair where students create displays depicting what life was like in the colony including the principles and big ideas which were the colony's foundation

Other Evidence:

- Quizzes
- Organization and information of charts
- Tests
- Reading check questions
- Group participation
- Written reflection

Learning Plan

Learning Activities:

- Write a journal entry of a family who moved from the backcountry to the coast.
- Create a Venn diagram comparing the immigration experiences of a European immigrant, a slave, and an indentured servant
- Illustrate the location of the Southern Colonies
- Create a diagram of a plantation
- Draw a map of major industries and natural resources of the Southern Colonies
- Use a Jigsaw approach to research the role of music and other pastimes of slaves, plantation families, artisans, or farmers. Compare the results
- Compare and contrast the geography, industry, natural resources, religion, and government of the Southern Colonies to those of our community

Bibliography

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